DOCUMENT RESUME

ED 226 216 CE 035 138

TITLE Influence of Time Management Concepts on the Productivity of Vocational Teachers. Final Report. Time Management Concept Project. Department Report No. 57.

INSTITUTION Nebraska Univ., Lincoln. Dept. of Agricultural Education.

SPONS AGENCY Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

PUB DATE 31 Dec 82

NOTE 52p.; Includes Department Report No. 56--the data collection instrument. For a related document see CE 034 809.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Business Education Teachers; Home Economics Teachers; Marketing; Postsecondary Education; Secondary Education; Teacher Attitudes; *Teacher Workshops; Trade and Industrial Teachers; *Vocational Education Teachers

IDENTIFIERS Nebraska; *Time Management

ABSTRACT

A study was conducted to determine how vocational teachers used their time, whether teachers in different vocational areas used their time differently, whether a workshop on time management would improve their use of time, and if such factors as marital status, sex, and extended contracts influenced how vocational teachers used their time. Random samples of vocational teachers in Nebraska were selected from the areas of business home economics, marketing, industrial, and special vocational needs. A total of 104 teachers recorded time used in 12 competence areas for a month. Following a time management workshop, the teachers recorded their time usage for another month and the two sets of data were compared. After analysis of the findings, the following conclusions were reached: (1) vocational teachers spend more time on professional activities in the early part of the week than in the later days; (2) vocational teachers have much more time under their personal control than is often thought; (3) home economics teachers spend the most time on work-related activities; (4) a study of time management, such as the workshop used in this study, can be effective in changing how vocational teachers plan and use time; and (5) the instrument used in the study is effective for use by vocational educators in determining how they spend their time. The study hypothesized that teaching vocational educators to make better use of their time would have benefits for students because of the teachers' more positive attitudes and provision of a role model of organized efficiency. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226216

COVER SHEET

FOR FINAL REPORT

Influence of Time Management Concepts on the Productivity of Vocational Teachers
TITLE OF PROJECT

TIME MANAGEMENT CONCEPT PROJECT. DEPARTMENT REPORT NO. 57

Roy D. Dillon
NAME OF PROJECT DIRECTOR

Robert E. Gades

University of Nebraska-Lincoln
NAME OF SCHOOL CONDUCTING PROJECT

The Agricultural Education Department
Institute of Agriculture and Natural Resources

July 1, 1981 - December 31, 1982
DURATION OF PROJECT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A Campbell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NEBRASKA STATE DEPARTMENT OF EDUCATION

301 Centennial Mall South

Lincoln, Nebraska 68509

The information reported herein was performed pursuant to a contract with the Nebraska State Department of Education, Division of Vocational Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Nebraska State Department of Education, Division of Vocational Education

CE035138

Table of Contents

	Page
Introduction	1
The Problem	2
Objectives	2
Procedures	2
Instrument	3
Results	3
Conclusions and Implications of the Study	10
Dissemination Activities	11
Bibliography	12
Appendix	13

ABSTRACT

TITLE: Influence of Time Management Concepts on the Productivity of Vocational Teachers.

PROJECT DURATION: July 1, 1981 - December 31, 1982

Objectives: The following objectives were used to guide the study:

1. To determine how vocational teachers utilized their time, in identified duty categories.
2. To compare how teachers in five vocational areas utilized their time.
3. To determine whether an intensive time management workshop would improve time utilization by vocational teachers.
4. To determine whether such factors as marital status, sex, extended contract influenced how vocational teachers used their time.

Random samples of vocational teachers were selected from the areas of business education, home economics education, industrial education, marketing education, and special vocational needs. A total of 104 recorded time used in twelve competencies areas for one month. Following a time management workshop, a second month of time-use data was collected from the group of 104 participants. Pre- and post-treatment T-Tests were used to determine whether significant differences exist between treatment and control groups. Analysis of variance were used to determine if differences exist among common activity scores among the six vocational areas, and within each vocational area.

Contribution to Education: As a result of the findings of this study, the following conclusions are made:

1. Vocational teachers do not spend equitable amounts of time each day of the week. More effective use of time late in the week might prevent such long work days early in the week.
2. Vocational teachers have a large amount of time each day that they personally control. This indicates that they have much more control over their professional time than is often thought.
3. The instrument developed for this study shows consistency in its evaluation of time use. This instrument can be used by vocational educators to determine how they use their professional time.
4. An intensive study of time management principles, similar to the time management workshop used in this study, is an effective way to change how vocational teachers plan and use time. A study of time management, either in pre- or in-service should help teachers become more aware of time and their effective use of it.

Contribution to Vocational Education: The principles of time management were applied in a workshop for vocational teachers. Vocational teachers, as a result of the study, appeared to be more descriminating in how they used their time. Efficient and effective teachers should be able to serve their students better, be better organized in work efforts, and have a more consistant positive mental health outlook in their day-to-day activities. The affect on education of the well organized professional and positive teacher is first on the students, who benefit directly from good classroom teaching. Additional benefits can be achieved in those students receiving better organized occupational experience programs, and a more satisfying reward and leadership experience through the student organization.

Influence of Time Management Concepts on the Productivity of Vocational Teachers

Introduction

As a result of the Vocational Education Act of 1963, and succeeding acts and amendments, vocational teachers have been asked to plan and conduct more comprehensive vocational education programs. Occupational experience for secondary students and student organizations have become more prominent as instructional tools to help provide entry level employment skills.

The vocational teacher has had the responsibility for managing this comprehensive program. As student enrollments have grown, teachers have found they are unable to serve all students to the extent they desire, due to lack of time. The teacher, therefore, has begun to search for professional improvement ways and means to become more effective and efficient in their job.

The principles of time management, while used extensively in industrial management, have not been applied to teacher education programs, or in education generally. Efficient and effective teachers should be able to serve their students better, be better organized in work efforts, and have a more consistent positive mental health outlook in their day-to-day activities. The affect on education of the well-organized professional and positive teacher is first on the students, who benefit directly from good classroom teaching. Additional benefits can be achieved in those student's receiving better organized occupational experience programs, and a more satisfying reward and leadership experience through the student organization.

Extensive research has been completed by industrial management specialists on time and motion in industrial settings. It is clear after discussion with management consultants that the time management priciples used by industrial management can be applied to any specific occupational setting.

The recommendations of Business Management expert, Fred Luthans, is that the common principles must be applied to each different occupational area by persons familiar with that occupation. These time management principles are identified in writings by Alec McKenzie (1972), James McCay (1959), Joseph Cooper (1971) and Peter Drucker (1966), and provide the basis for the prescriptive approach used in industry.

Little research has been completed which shows or compares how vocational teachers use their time. A number of studies have been completed in agricultural education, however, which relate to time management. Studies by Roy Dillon (1976 and 1978) and Roland Peterson (1978) are examples of pilot attempts to use teacher time data as a base for teacher improvement. Teachers in Dillon's 1977 study recorded their time for one year on 27 duty categories, and participated in a one-week workshop at the end of each year. The follow-up study two years later showed, for example, that agriculture teachers reduced by one-half, the number of hours per month for curriculum planning.

R. L. Cole (1981) compared the average work week of vocational agriculture teachers and administrators. He found that vocational agriculture teachers spent an average work week of between 45 and 65 hours, whereas administrators spent an average work week of between 40 and 45 hours. Another study, conducted in Minnesota by Leske and Peterson (1981) found that vocational agriculture teachers have about 40 percent of their professional time committed to a specific teaching schedule. This leaves them with approximately 60 percent of their time for discretionary use. This study also revealed that first-year teachers spend more hours on the job than do experienced teachers.

The Problem

The problem of this study was twofold. The first part was to determine the amount of time vocational teachers devote to professional job activities. The second part was to determine whether an intensive time management workshop could improve time utilization by vocational teachers.

Objectives

The following objectives were used to guide the study:

1. To determine how vocational teachers utilized their time, in identified duty categories.
2. To compare how teachers in five vocational areas utilized their time.
3. To determine whether an intensive time management workshop would improve time utilization by vocational teachers.
4. To determine whether such factors as marital status, sex, extended contracts influenced how vocational teachers used their time.

Procedures

The population for this study was a group of selected vocationally approved teachers in Nebraska in the areas of business education, home economics education, marketing and distributive education, industrial education, and special vocational needs. All Nebraska vocational teachers were given an opportunity to participate in the study. A random sample of 30 teachers was selected from those vocational areas where more than 30 persons indicated a willingness to participate. In cases where fewer than 30 persons indicated a willingness to participate in a specific area, all persons were selected. A random sampling technique was also used to select a treatment group of half the subjects to participate in an intensive two-day time management workshop which was held on January 29-30, 1982. Data gathered during the four-week period in the fall were used to determine how time was used by the various vocational areas, and whether significant differences existed between these groups in various duty categories. Data gathered in the spring were used for comparison of fall and spring time use. They were also used to determine whether significant differences existed in various duty categories within the group receiving the treatment. Data in Table I shows the number of participants, by vocational area, who participated in the various phases of study.

Table I

NUMBER OF PARTICIPANTS BY VOCATIONAL AREA, IN THE THREE MAJOR PHASES OF THE STUDY

	Phase of Study		
Vocational Area	Fall Data Collection	Spring Data Collection	Workshop Participants
Home Economics	30	27	10
Business Education	29	26	13
Marketing/Distributive	16	10	2
Industrial Education	22	17	10
Special Vocational Needs	7	4	2
TOTALS	104	84	37

Several statistical techniques were used to analyze the data. Descriptive statistics were used to determine how teachers in the various vocational areas use their time. Duncan's Multiple Range Test for groups with uneven means was applied to determine how the five teaching areas compared in their use of time within each duty category. A multiple regression analysis of variance technique was used on data from the treatment group to determine significant relationships by duty categories of selected variables.

Instrument

An advisory committee made up of University of Nebraska vocational teacher educators was used throughout the study to help make critical decisions about the project. Members, representing home economics, business and office, trade and industrial, marketing and special vocational needs helped develop a preliminary data collection instrument. A secondary vocational teacher advisory committee was also organized. This committee was used to finalize the data collection instrument.

The data collection instrument consisted of a spiral bound booklet in which teachers could record their use of professional time for a four-week period. The instrument was divided into 12 major duty categories, and further broken down into 52 separate duty tasks that vocational teachers might perform. Teachers recorded how they use their professional time (in 15-minute blocks) for a four-week period in the fall, and another four-week period in the spring. Instructions on how to use the instrument, along with definitions of the various duty categories, were included in the booklet.

Results

The findings of this study are many and varied. The descriptive data generated by the study reveal an interesting picture of how vocational teachers use their time. The data in Table II show that teachers worked 219.56 hours during the four-week period, or an average of about 55 hours each week. It is also interesting to note that about half of that time was spent teaching day vocational classes, which left about half their professional time for activities other than teaching day classes.

Table II

TOTAL HOURS AND PERCENT TIME WORKED BY 104
VOCATIONAL TEACHERS IN 12 DUTY CATEGORIES FOR 4 WEEK PERIOD

Duty Category		Total Hours Worked	Percent	(n)
I.	TEACHING DAY VOCATIONAL CLASSES	108.63	49.48	104
II.	TEACHING NON-VOCATIONAL OR NON-DAY CLASSES	35.01	15.94	40
III.	STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES	23.94	10.90	98
IV.	CONFERENCES AND/OR COUNSELING	14.77	6.59	103
V.	VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS	16.11	7.33	53
VI.	OCCUPATIONAL EXPERIENCE PROGRAMS	13.33	6.07	35
VII.	CLASSROOM MANAGEMENT	14.58	6.58	103
VIII.	CURRICULUM DEVELOPMENT	3.93	1.78	68
IX.	ADVISORY COMMITTEES	2.44	1.11	34
X.	PROFESSIONAL GROWTH	12.43	5.62	98
XI.	TEACHER/STAFF DEVELOPMENT	8.33	3.79	95
XII.	PUBLIC RELATIONS AND COMMUNITY ACTIVITIES	12.73	5.79	85
		219.56	100.0	

Do teachers in some vocational areas spend more time doing certain teaching activities than others? Table III provides data which reveal that home economics teachers appear to work more hours per week than other vocational teachers. The data show that home economics teachers worked significantly more hours in teaching day classes, in classroom management, and in teacher/staff development than several of the other areas. Business education teachers worked significantly fewer hours with classroom management than three of the other areas.

Table III

TOTAL HOURS WORKED - 104 VOCATIONAL TEACHERS BY VOCATIONAL AREA, IN 12 DUTY CATEGORIES FOR 4 WEEK PERIOD

Duty Category	Total Hours Worked	(n)	Hours Worked by Vocational Area: Home Economics	Business Education	Marketing Education	Industrial Education	Special Voc Needs
I. TEACHING DAY-VOCATIONAL CLASSES	108.63	104	128 *	111	93*	92 *	103
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES	35.01	40	20	23	26	81	32
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES	23.94	98	25	20	26	21	37
IV. CONFERENCES AND/OR COUNSELING	14.77	103	15	15	15	13	16
V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS	16.11	53	15	19	19	5	11
VI. OCCUPATIONAL EXPERIENCE PROGRAMS	13.33	35	.75	11	17	14	5
VII. CLASSROOM MANAGEMENT	14.58	103	19 *	8 *	11 *	18 *	17 *
VIII. CURRICULUM DEVELOPMENT	3.93	68	5	3	2	3	6
IX. ADVISORY COMMITTEES	2.44	34	2.3	2	3	4	1.5
X. PROFESSIONAL GROWTH	12.43	98	13	12	13	14	11
XI. TEACHER/STAFF DEVELOPMENT	8.33	95	12	8	8	5 *	4 *
XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES	12.73	85	17	11	14	9	7
TOTAL	219.56		249	205	217	200	217

* Significant Difference

Duncans Multiple Range Test

Duty Category I: 1:3;4
VII: 1:2,3
2:1,4,5
XI: 1:4,5

9

10

A study of how teachers spread their professional time throughout the week also proved very interesting. Data in Table IV show that, of the total time spent on professional activities, vocational teachers spent approximately 9 percent of that time on weekends. Approximately 20 percent of their time was spent on Mondays, and the percent of work time steadily decreased per day through Friday, where about only 14.5 percent of their work time was spent.

Table IV

PERCENTAGE OF TOTAL PROFESSIONAL TIME SPENT BY DAY

Day	Home Ecomomics	Business Education	Distributive Education	Industrial Education	SVN*	Totals
Sunday	6.37	5.18	5.55	3.73	5.63	5.54
Monday	19.85	20.38	18.95	21.71	20.68	20.25
Tuesday	19.12	20.18	19.89	20.46	18.05	19.67
Wednesday	18.88	19.05	19.32	20.73	19.08	19.36
Thursday	16.18	17.53	16.79	16.80	16.58	16.77
Friday	14.71	14.51	14.40	14.67	15.42	14.64
Saturday	4.40	3.28	5.17	1.95	4.65	3.77

* Special Vocational Needs

As shown in the table, this trend held true in all five vocational areas.

A comparison of the fall and spring data indicates consistence in the use of time. Table V provides a comparison of data from the fall and spring data collection periods. Vocational teachers worked an average of 55 hours per week during the fall, and 55.5 hours per week during the spring. The rather significant differences which occurred in duty categories V and VII were expected. This is because student leadership organizations have more activities and are preparing for state contests in the spring. Classroom management included such activities as preparing local plans, budgets, requisition, ordering supplies, and maintaining inventories among other things. These activities would also be more intense during the spring data collection period.

TABLE V

TOTAL HOURS WORKED BY VOCATIONAL TEACHERS IN 12 DUTY CATEGORIES FOR 4 WEEK PERIOD IN SPRING AND FALL

Duty Category	Fall Total Hours	(n)	Spring Total Hours	(n)
I. TEACHING DAY VOCATIONAL CLASSES	108.63	104	110.45	84
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES	35.01	40	33.23	32
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES	23.94	98	23.34	78
IV. CONFERENCES AND/OR COUNSELING	14.77	103	10.93	82
V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS	16.11	53	22.18	43
VI. OCCUPATIONAL EXPERIENCE PROGRAMS	13.33	35	13.04	25
VII. CLASSROOM MANAGEMENT	14.58	103	18.36	83
VIII. CURRICULUM DEVELOPMENT	3.93	68	4.75	42
IX. ADVISORY COMMITTEES	2.44	34	2.07	27
X. PROFESSIONAL GROWTH	12.43	98	10.64	81
XI. TEACHER/STAFF DEVELOPMENT	8.33	95	8.87	80
XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES	12.73	85	14.43	67
TOTAL	219.56	104	222.09	84

One of the objectives of this study was to determine whether such factors as marital status, sex, extended contracts, and so forth influence how vocational teachers use their time. Another objective was to determine whether an intensive time management workshop can improve time utilization. The statistical significant relationships shown in Table VI are an attempt to meet these objectives. These relationships are the result of a study of time use by those 37 teachers who participated in the intensive two-day time management workshop.

Data in Table VI indicate that vocational teachers on extended contracts spent significantly more hours on student supervision, conferences and counseling, and working with advisory committees; and, significantly less time on teaching day classes and public relations. Marital status has an effect on how teachers spend their time. Single teachers spent significantly more time teaching day classes, and married teachers spent more time teaching non-vocational or non-day classes, on classroom management, working with advisory committees, and working with public relations. Those teachers who were officers of professional organizations also spent significantly more time on several duty categories. They included teaching non-vocational or non-day classes, working with occupational experience programs, working with advisory committees, working on teacher/staff development, and on public relations.

Males spent significantly more time working on teaching non-vocational classes, student supervision, conferences, classroom management, and curriculum development. Whether instructors had access to school owned transportation for visitations seemed to have a great effect on how they used their time. Those who had school-owned transportation spent significantly more time working on student supervision, conferences, occupational experience programs, classroom management, curriculum development, and teacher/staff development. They spent significantly less time working with advisory committees. Instructors who did not receive extra duty pay for working with vocational student organizations spent significantly more hours in several categories than those who did receive extra duty pay. These categories were teaching non-vocational classes, student supervision, curriculum development, advisory committees, teacher/staff development and public relations. Those teachers who held part-time jobs in addition to their teaching spent significantly less time teaching day classes, and significantly more time teaching non-vocational classes, with student supervision, on classroom management, and working with advisory committees.

Finally, those holding a masters degree worked significantly more hours than those without the masters on duty categories related to non-vocational classes, classroom management, professional growth, and teacher/staff development.

TABLE VI

STATISTICAL SIGNIFICANT RELATIONSHIPS BY DUTY CATEGORIES FOR SELECTED VARIABLES ON THE POST-TEST, USING AN ANALYSIS WHERE ONE VARIABLE WAS STUDIED WHILE ALL OTHERS WERE HELD CONSTANT

VARIABLE

DUTY CATEGORY	Extended Contract		Marital Status		Officer of Prof. Org.		Sex		School Owned* Trans.		Extra Duty** Pay		Hold Part-time Job		Hold Masters Degree	
	Yes	No	M	S	Yes	No	M	F	Yes	No	Yes	No	Yes	No	Yes	No
1		X		X										X		
2			X		X		X					X	X		X	
3	X						X		X			X	X			
4	X						X		X							
5																
6					X				X							
7			x				x		x				x		x	
8							X		X			X				
9	X		X		X					X		X	X			
10															X	
11					X				X			X			X	
12		X	X		X							X				

* Instructor had access to school-owned transportation for student related visitations.

** Instructor received extra duty pay for working with vocational student organization.

Teachers who participated in the two-day workshop responded much differently on the post- or spring data collection study than they did on the pre- or fall study. For comparison, only the first four variables of extended contract, marital status, officer of a professional organization, and sex were used. Table VI data show that there were 20 significant relationships within these variables on the post-test, or spring/ data collection. There were only four significant relationships within these same variables on the pre-test, or fall data collection.

Conclusions and Implications of the Study

As a result of the findings of this study, the following conclusions are made:

1. Vocational teachers do not spend equitable amounts of time each day of the week. More effective use of time late in the week might prevent such long work days early in the week.

2. Vocational teachers have a large amount of time each day that they personally control. This indicates that they have much more control over their professional time than is often thought.

3. The instrument developed for this study shows consistence in its evaluation of time use. This instrument can be used by vocational educators to determine how they use their professional time.

4. An intensive study of time management principles, similar to the time management workshop used in this study, is an effective way to change how vocational teachers plan and use time. A study of time management, either in pre- or in-service should help teachers become more aware of time and their effective use of it.

Dissemination Activities

Major dissemination presentations of findings were given by the project director(s) at the following from July 1 - December 15, 1982.

1. Nebraska Vocational Conference, Carousel Session, Kearney, Nebraska, August 10, 1982.

2. National Council of States for Inservice Education, Atlanta, Georgia, November 21, 1982.

3. American Vocational Association Convention, Special Vocational Needs Carousel Session, St. Louis, Missouri, December 5, 1982.

4. American Vocational Education Research Association Annual Meeting, St. Louis, Missouri, December 7, 1982.

5. American Vocational Association, Home Economics Division, by Dr. Connie Ley, UNL, December, 1982.

Copies of a "Report to Vocational Teachers" will be mailed to all vocational teachers in the project. A copy is enclosed in the Appendix.

Copies of the "Report to Vocational Teachers" were sent to UNL Vocational Education Staff for use in undergraduate and graduate courses.

Copies of the final report, and instrument for the study will be sent to vocational teacher educators in Nebraska.

One copy of the final report will be sent to the head state school officer in each state in charge of vocational education, with the recommendation that the person dissemmate to state staff in vocational education.

Bibliography

1. Cole, R. L. "Time Management Is Not a Game," The Agricultural Education Magazine, Vol. 53. No. 7, January, 1981.

2. Cooper, Joseph D. How to Get More Done in Less Time. Doubleday and Company, Inc., Garden City, New York, 1971.

3. Dillon, Roy D., "A Comparison of the Use of Time by First Year Teachers and Experienced Teachers of Vocational Agriculture," The Agricultural Education Magazine, Vol. 52, No. 6, December, 1979.

4. Dillon, Roy D., "An Analysis of Selected Factors Influencing Use of Time by Forty Vocational Agriculture Instructors in Nebraska," The Journal of the American Association of Teacher Educators in Agriculture, Vol. XVII, No. 1, March, 1977.

5. Drucker, Peter F. The Effective Executive. New York: Harper and Row, 1966.

6. Leske, Gary W. and Peterson, Rolland L., "How Do You Use Your Time," The Agricultural Education Magazine, Vol. 53, No. 7, January, 1981.

7. MacKenzie, R. Alec. The Time Trap: Managing your Way Out. New York. AMACOM. Division of the American Management Association, Inc., 1972

8. McCay, James T. The Management of Time. Prentice-Hall, Inc., Englewood Cliffs, N.J. 1959.

9. Peterson, Rolland L., "How Vocational Agriculture Teachers Used Their Time," unpublished study, Agricultural Education, University of Minnesota, 1978.

Appendix

Revised Instrument

DEFINITIONS

-Vocational classes are those classes which are in your specific teaching area, they may or may not be reimbursable.

-Planning for teaching includes: making lesson plans, preparing worksheets and materials, preparing evaluation instruments, etc.

-In-class teaching is the amount of time spent in the class period, this may include lecturing, working in small groups, etc.

-Evaluation includes: grading papers, recording grades, completing report cards, etc.

-Non-vocational classes are those classes outside of your specific teaching area, but within the school day. (English, History, P.E., etc.)

-Planning for and teaching adult classes includes time in class and time spent for class preparation.

-Supervising student activities includes time spent in activity/duty and time spent planning or preparing for duty.

DUTY CATEGORIES

I. TEACHING DAY VOCATIONAL CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation

II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation
- D. Plan and conduct adult classes

III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES

- A. Study hall
- B. Lunchroom supervision
- C. Hall/School ground supervision
- D. Detention supervision
- E. Sponsoring student activities
- F. Coaching
- G. Assisting other teachers with programs or duties
- H. Additional assignments: (please specify)

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
I. TEACHING DAY VOCATIONAL CLASSES								
A. Planning for teaching	A.							
B. In-class teaching	B.							
C. Evaluation	C.							
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES								
A. Planning for teaching	A.							
B. In-class teaching	B.							
C. Evaluation	C.							
D. Plan and conduct adult classes	D.							
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES								
A. Study hall	A.							
B. Lunchroom supervision	B.							
C. Hall/School ground supervision	C.							
D. Detention supervision	D.							
E. Sponsoring student activities	E.							
F. Coaching	F.							
G. Assisting other teachers with programs or duties	G.							
H. Additional assignments: (please specify)	H.							

DEFINITIONS

-This includes individual student help, or small group help before or after school or during planning periods.

-Special student's needs may include staffings, working on IEP's or cooperative planning between parents and school.

-Working with school counselor may be time spent discussing classroom problems in regards to a student or situation.

-Support services may be school nurse, psychologist, speech therapist, social worker, etc.

-Vocational youth organizations include: FHA/HERO, VICA, FBLA, DECA or FFA.

-Advising activities includes all planning and preparation, as well as, time spent with organization.

DUTY CATEGORIES

IV. CONFERENCES AND/OR COUNSELING

A. Conferences/counseling with students(s)
B. Special student's needs
C. Conferences with parents or guardians
D. Working with school counselor
E. Working with support services

V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

A. Advising activities of local, state, or national student organizations

VI. OCCUPATIONAL EXPERIENCE PROGRAMS

A. Includes planning with student, record keeping and analysis time, as well as:
1. Working with employers
2. Orienting training sponsors
3. Locating training stations
4. Completing training plan
5. Visitation to work sites
6. Follow-up
7. Evaluation with student and/or employer

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
IV. CONFERENCES AND/OR COUNSELING								
A.								
B.								
C.								
D.								
E.								
V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS								
A.								
VI. OCCUPATIONAL EXPERIENCE PROGRAMS								
A.								
1.								
2.								
3.								
4.								
5.								
6.								
7.								

DEFINITIONS

-Equipment maintenance, safety reports and checks of equipment not done in class.

-Preparing local school plan and state vocational reports.

-Preparing annual budget, requisitioning and maintaining inventory.

-Any ordering of supplies, or setting up supplies for lab classes.

-Curriculum modification includes making changes for special needs students, or modifying instruction for individualization.

-Curriculum evaluation includes time spent with other teachers, administrators or advisory council reviewing curriculum.

-Organizing, planning, and conducting advisory council meetings, including the time spent in processing minutes or meeting with the school board.

DUTY CATEGORIES

VII. CLASSROOM MANAGEMENT

A. General upkeep of facilities
B. Filing materials and upkeep of records
C. Official reports
D. Budgeting, requisitioning and inventorying
E. Ordering supplies
F. Lab preparation

VIII. CURRICULUM DEVELOPMENT

A. Curriculum modification
B. Curriculum planning and implementation
C. Curriculum evaluation

IX. ADVISORY COMMITTEES

A. Planning and organization of Advisory Committee
B. Advisory committee meetings

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
VII. CLASSROOM MANAGEMENT								
A.								
B.								
C.								
D.								
E.								
F.								
VIII. CURRICULUM DEVELOPMENT								
A.								
B.								
C.								
IX. ADVISORY COMMITTEES								
A.								
B.								

DEFINITIONS

-Participation in "Professional Growth" includes: committees, offices, and attendance at local, state and national professional association meetings, planning for and attending graduate classes and planning for and attending non-credit workshops.

-Committee meetings may be departmental, local or district-wide meetings.

-Working with other teachers may involve evaluating programs or it may involve helping a first year teacher.

-Preparing news releases, giving talks, helping students prepare public information programs, displays, open houses, etc.

-Participation in non-related activities include church, community organizations, and sponsoring activities, (baseball, 4-H, etc.)

-This includes informing parents and prospective students of programs.

DUTY CATEGORIES

X. PROFESSIONAL GROWTH

A. Participation in local, state or national professional organizations

B. Keeping current through reading professional journals/publications

C. Participation in educational development

XI. TEACHER/STAFF DEVELOPMENT

A. Committee meetings

B. Local teacher/administrator meetings

C. Teacher evaluation

D. Working with other teachers

E. Supervising student teachers

F. Local/district inservice

XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES

A. Public relations for vocational education

B. Community activities and responsibilities related to teaching

C. Community activities and responsibilities not related to teaching

D. Recruitment for vocational programs

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
X. PROFESSIONAL GROWTH								
A.								
B.								
C.								
XI. TEACHER/STAFF DEVELOPMENT								
A.								
B.								
C.								
D.								
E.								
F.								
XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES								
A.								
B.								
C.								
D.								

DEFINITIONS

-Vocational classes are those classes which are in your specific teaching area, they may or may not be reimbursable.

-Planning for teaching includes: making lesson plans, preparing worksheets and materials, preparing evaluation instruments, etc.

-In-class teaching is the amount of time spent in the class period, this may include lecturing, working in small groups, etc.

-Evaluation includes: grading papers, recording grades, completing report cards, etc.

-Non-vocational classes are those classes outside of your specific teaching area, but within the school day. (English, History, P.E., etc.)

-Planning for and teaching adult classes includes time in class and time spent for class preparation.

-Supervising student activities includes time spent in activity/duty and time spent planning or preparing for duty.

DUTY CATEGORIES

I. TEACHING DAY VOCATIONAL CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation

II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation
- D. Plan and conduct adult classes

III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES

- A. Study hall
- B. Lunchroom supervision
- C. Hall/School ground supervision
- D. Detention supervision
- E. Sponsoring student activities
- F. Coaching
- G. Assisting other teachers with programs or duties
- H. Additional assignments: (please specify)

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
I. TEACHING DAY VOCATIONAL CLASSES								
A. Planning for teaching								
B. In-class teaching								
C. Evaluation								
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES								
A. Planning for teaching								
B. In-class teaching								
C. Evaluation								
D. Plan and conduct adult classes								
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES								
A. Study hall								
B. Lunchroom supervision								
C. Hall/School ground supervision								
D. Detention supervision								
E. Sponsoring student activities								
F. Coaching								
G. Assisting other teachers with programs or duties								
H. Additional assignments: (please specify)								

DEFINITIONS

-This includes individual student help, or small group help before or after school or during planning periods.

-Special student's needs may include staffings, working on IEP's or cooperative planning between parents and school.

-Working with school counselor may be time spent discussing classroom problems in regards to a student or situation.

-Support services may be school nurse, psychologist, speech therapist, social worker, etc.

-Vocational youth organizations include: FHA/HERO, VICA, FBLA, DECA or FFA.

-Advising activities includes all planning and preparation, as well as, time spent with organization.

DUTY CATEGORIES

IV. CONFERENCES AND/OR COUNSELING

A. Conferences/counseling with students(s)

B. Special student's needs

C. Conferences with parents or guardians

D. Working with school counselor

E. Working with support services

V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

A. Advising activities of local, state, or national student organizations

VI. OCCUPATIONAL EXPERIENCE PROGRAMS

A. Includes planning with student, record keeping and analysis time, as well as:

1. Working with employers
2. Orienting training sponsors
3. Locating training stations
4. Completing training plan
5. Visitation to work sites
6. Follow-up
7. Evaluation with student and/or employer

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
IV.								
A.								
B.								
C.								
D.								
E.								
V.								
A.								
VI.								
A.								
1.								
2.								
3.								
4.								
5.								
6.								
7.								

DEFINITIONS

-Equipment maintenance, safety reports and checks of equipment not done in class.

-Preparing local school plan and state vocational reports.

-Preparing annual budget, requisitioning and maintaining inventory.

-Any ordering of supplies, or setting up supplies for lab classes.

-Curriculum modification includes making changes for special needs students, or modifying instruction for individualization.

-Curriculum evaluation includes time spent with other teachers, administrators or advisory council reviewing curriculum.

-Organizing, planning, and conducting advisory council meetings, including the time spent in processing minutes or meeting with the school board.

DUTY CATEGORIES

VII. CLASSROOM MANAGEMENT

A. General upkeep of facilities
B. Filing materials and upkeep of records
C. Official reports
D. Budgeting, requisitioning and inventorying
E. Ordering supplies
F. Lab preparation

VIII. CURRICULUM DEVELOPMENT

A. Curriculum modification
B. Curriculum planning and implementation
C. Curriculum evaluation

IX. ADVISORY COMMITTEES

A. Planning and organization of Advisory Committee
B. Advisory committee meetings

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
VII. CLASSROOM MANAGEMENT								
A.								
B.								
C.								
D.								
E.								
F.								
VIII. CURRICULUM DEVELOPMENT								
A.								
B.								
C.								
IX. ADVISORY COMMITTEES								
A.								
B.								

DEFINITIONS

-Participation in "Professional Growth" includes: committees, offices, and attendance at local, state and national professional association meetings, planning for and attending graduate classes and planning for and attending non-credit workshops.

-Committee meetings may be departmental, local or district-wide meetings.

-Working with other teachers may involve evaluating programs or it may involve helping a first year teacher.

-Preparing news releases, giving talks, helping students prepare public information programs, displays, open houses, etc.

-Participation in non-related activities include church, community organizations, and sponsoring activities, (baseball, 4-H, etc.)

-This includes informing parents and prospective students of programs.

DUTY CATEGORIES

X. PROFESSIONAL GROWTH

A. Participation in local, state or national professional organizations

B. Keeping current through reading professional journals/publications

C. Participation in educational development

XI. TEACHER/STAFF DEVELOPMENT

A. Committee meetings

B. Local teacher/administrator meetings

C. Teacher evaluation

D. Working with other teachers

E. Supervising student teachers

F. Local/district inservice

XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES

A. Public relations for vocational education

B. Community activities and responsibilities related to teaching

C. Community activities and responsibilities not related to teaching

D. Recruitment for vocational programs

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
X. PROFESSIONAL GROWTH								
A.								
B.								
C.								
XI. TEACHER/STAFF DEVELOPMENT								
A.								
B.								
C.								
D.								
E.								
F.								
XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES								
A.								
B.								
C.								
D.								

DEFINITIONS

-Vocational classes are those classes which are in your specific teaching area, they may or may not be reimbursable.

-Planning for teaching includes: making lesson plans, preparing worksheets and materials, preparing evaluation instruments, etc.

-In-class teaching is the amount of time spent in the class period, this may include lecturing, working in small groups, etc.

-Evaluation includes: grading papers, recording grades, completing report cards, etc.

-Non-vocational classes are those classes outside of your specific teaching area, but within the school day. (English, History, P.E., etc.)

-Planning for and teaching adult classes includes time in class and time spent for class preparation.

-Supervising student activities includes time spent in activity/duty and time spent planning or preparing for duty.

DUTY CATEGORIES

I. TEACHING DAY VOCATIONAL CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation

II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation
- D. Plan and conduct adult classes

III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES

- A. Study hall
- B. Lunchroom supervision
- C. Hall/School ground supervision
- D. Detention supervision
- E. Sponsoring student activities
- F. Coaching
- G. Assisting other teachers with programs or duties
- H. Additional assignments: (please specify)

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
I. TEACHING DAY VOCATIONAL CLASSES								
A.								
B.								
C.								
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES								
A.								
B.								
C.								
D.								
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES								
A.								
B.								
C.								
D.								
E.								
F.								
G.								
H.								

DEFINITIONS

-This includes individual student help, or small group help before or after school or during planning periods.

-Special student's needs may include staffings, working on IEP's or cooperative planning between parents and school.

-Working with school counselor may be time spent discussing classroom problems in regards to a student or situation.

-Support services may be school nurse, psychologist, speech therapist, social worker, etc.

-Vocational youth organizations include: FHA/HERO, VICA, FBLA, DECA or FFA.

-Advising activities includes all planning and preparation, as well as, time spent with organization.

DUTY CATEGORIES

IV. CONFERENCES AND/OR COUNSELING

A. Conferences/counseling with students(s)
B. Special student's needs
C. Conferences with parents or guardians
D. Working with school counselor
E. Working with support services

V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

A. Advising activities of local, state, or national student organizations

VI. OCCUPATIONAL EXPERIENCE PROGRAMS

A. Includes planning with student, record keeping and analysis time, as well as:
1. Working with employers
2. Orienting training sponsors
3. Locating training stations
4. Completing training plan
5. Visitation to work sites
6. Follow-up
7. Evaluation with student and/or employer

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
IV.								
A.								
B.								
C.								
D.								
E.								
V.								
A.								
VI.								
A.								
1.								
2.								
3.								
4.								
5.								
6.								
7.								

DEFINITIONS

-Equipment maintenance, safety reports and checks of equipment not done in class.

-Preparing local school plan and state vocational reports.

-Preparing annual budget, requisitioning and maintaining inventory.

-Any ordering of supplies, or setting up supplies for lab classes.

-Curriculum modification includes making changes for special needs students, or modifying instruction for individualization.

-Curriculum evaluation includes time spent with other teachers, administrators or advisory council reviewing curriculum.

-Organizing, planning, and conducting advisory council meetings, including the time spent in processing minutes or meeting with the school board.

DUTY CATEGORIES

VII. CLASSROOM MANAGEMENT

A. General upkeep of facilities
B. Filing materials and upkeep of records
C. Official reports
D. Budgeting, requisitioning and inventorying
E. Ordering supplies
F. Lab preparation

VIII. CURRICULUM DEVELOPMENT

A. Curriculum modification
B. Curriculum planning and implementation
C. Curriculum evaluation

IX. ADVISORY COMMITTEES

A. Planning and organization of Advisory Committee
B. Advisory committee meetings

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
A.								
B.								
C.								
D.								
E.								
F.								
A.								
B.								
C.								
A.								
B.								

DEFINITIONS	DUTY CATEGORIES		TIME RECORD *Please record time in 15 minute blocks.							
			SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
-Participation in "Professional Growth" includes: committees, offices, and attendance at local, state and national professional association meetings, planning for and attending graduate classes and planning for and attending non-credit workshops.	X. PROFESSIONAL GROWTH									
	A. Participation in local, state or national professional organizations	A.								
	B. Keeping current through reading professional journals/publications	B.								
	C. Participation in educational development	C.								
-Committee meetings may be departmental, local or district-wide meetings. -Working with other teachers may involve evaluating programs or it may involve helping a first year teacher.	XI. TEACHER/STAFF DEVELOPMENT									
	A. Committee meetings	A.								
	B. Local teacher/administrator meetings	B.								
	C. Teacher evaluation	C.								
	D. Working with other teachers	D.								
	E. Supervising student teachers	E.								
	F. Local/district inservice	F.								
-Preparing news releases, giving talks, helping students prepare public information programs, displays, open houses, etc. -Participation in non-related activities include church, community organizations, and sponsoring activities, (baseball, 4-H, etc.) -This includes informing parents and prospective students of programs.	XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES									
	A. Public relations for vocational education	A.								
	B. Community activities and responsibilities related to teaching	B.								
	C. Community activities and responsibilities not related to teaching	C.								
	D. Recruitment for vocational programs	D.								

DEFINITIONS

-Vocational classes are those classes which are in your specific teaching area, they may or may not be reimbursable.

-Planning for teaching includes: making lesson plans, preparing worksheets and materials, preparing evaluation instruments, etc.

-In-class teaching is the amount of time spent in the class period, this may include lecturing, working in small groups, etc.

-Evaluation includes: grading papers, recording grades, completing report cards, etc.

-Non-vocational classes are those classes outside of your specific teaching area, but within the school day. (English, History, P.E., etc.)

-Planning for and teaching adult classes includes time in class and time spent for class preparation.

-Supervising student activities includes time spent in activity/duty and time spent planning or preparing for duty.

DUTY CATEGORIES

I. TEACHING DAY VOCATIONAL CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation

II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES

- A. Planning for teaching
- B. In-class teaching
- C. Evaluation
- D. Plan and conduct adult classes

III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES

- A. Study hall
- B. Lunchroom supervision
- C. Hall/School ground supervision
- D. Detention supervision
- E. Sponsoring student activities
- F. Coaching
- G. Assisting other teachers with programs or duties
- H. Additional assignments: (please specify)

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
I. TEACHING DAY VOCATIONAL CLASSES								
A. Planning for teaching								
B. In-class teaching								
C. Evaluation								
II. TEACHING NON-VOCATIONAL OR NON-DAY CLASSES								
A. Planning for teaching								
B. In-class teaching								
C. Evaluation								
D. Plan and conduct adult classes								
III. STUDENT SUPERVISION OR EXTRA-CURRICULAR DUTIES								
A. Study hall								
B. Lunchroom supervision								
C. Hall/School ground supervision								
D. Detention supervision								
E. Sponsoring student activities								
F. Coaching								
G. Assisting other teachers with programs or duties								
H. Additional assignments: (please specify)								

DEFINITIONS

-This includes individual student help, or small group help before or after school or during planning periods.

-Special student's needs may include staffings, working on IEP's or cooperative planning between parents and school.

-Working with school counselor may be time spent discussing classroom problems in regards to a student or situation.

-Support services may be school nurse, psychologist, speech therapist, social worker, etc.

-Vocational youth organizations include: FHA/HERO, VICA, FBLA, DECA or FFA.

-Advising activities includes all planning and preparation, as well as, time spent with organization.

DUTY CATEGORIES

IV. CONFERENCES AND/OR COUNSELING

A. Conferences/counseling with students(s)

B. Special student's needs

C. Conferences with parents or guardians

D. Working with school counselor

E. Working with support services

V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

A. Advising activities of local, state, or national student organizations

VI. OCCUPATIONAL EXPERIENCE PROGRAMS

A. Includes planning with student, record keeping and analysis time, as well as:

1. Working with employers
2. Orienting training sponsors
3. Locating training stations
4. Completing training plan
5. Visitation to work sites
6. Follow-up
7. Evaluation with student and/or employer

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
IV. CONFERENCES AND/OR COUNSELING								
A.								
B.								
C.								
D.								
E.								
V. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS								
A.								
VI. OCCUPATIONAL EXPERIENCE PROGRAMS								
A.								
1.								
2.								
3.								
4.								
5.								
6.								
7.								

DEFINITIONS

-Equipment maintenance, safety reports and checks of equipment not done in class.

-Preparing local school plan and state vocational reports.

-Preparing annual budget, requisitioning and maintaining inventory.

-Any ordering of supplies, or setting up supplies for lab classes.

-Curriculum modification includes making changes for special needs students, or modifying instruction for individualization.

-Curriculum evaluation includes time spent with other teachers, administrators or advisory council reviewing curriculum.

-Organizing, planning, and conducting advisory council meetings, including the time spent in processing minutes or meeting with the school board.

DUTY CATEGORIES

VII. CLASSROOM MANAGEMENT

A. General upkeep of facilities
B. Filing materials and upkeep of records
C. Official reports
D. Budgeting, requisitioning and inventorying
E. Ordering supplies
F. Lab preparation

VIII. CURRICULUM DEVELOPMENT

A. Curriculum modification
B. Curriculum planning and implementation
C. Curriculum evaluation

IX. ADVISORY COMMITTEES

A. Planning and organization of Advisory Committee
B. Advisory committee meetings

TIME RECORD

*Please record time in 15 minute blocks.

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
A.								
B.								
C.								
D.								
E.								
F.								
A.								
B.								
C.								
A.								
B.								

DEFINITIONS	DUTY CATEGORIES		TIME RECORD *Please record time in 15 minute blocks.							
			SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
-Participation in "Professional Growth" includes: committees, offices, and attendance at local, state and national professional association meetings, planning for and attending graduate classes and planning for and attending non-credit workshops.	X. PROFESSIONAL GROWTH									
	A. Participation in local, state or national professional organizations	A.								
	B. Keeping current through reading professional journals/publications	B.								
	C. Participation in educational development	C.								
-Committee meetings may be departmental, local or district-wide meetings.	XI. TEACHER/STAFF DEVELOPMENT									
	A. Committee meetings	A.								
-Working with other teachers may involve evaluating programs or it may involve helping a first year teacher.	B. Local teacher/administrator meetings	B.								
	C. Teacher evaluation	C.								
	D. Working with other teachers	D.								
	E. Supervising student teachers	E.								
	F. Local/district inservice	F.								
-Preparing news releases, giving talks, helping students prepare public information programs, displays, open houses, etc.	XII. PUBLIC RELATIONS AND COMMUNITY ACTIVITIES									
	A. Public relations for vocational education	A.								
-Participation in non-related activities include church, community organizations, and sponsoring activities, (baseball, 4-H, etc.)	B. Community activities and responsibilities related to teaching	B.								
	C. Community activities and responsibilities not related to teaching	C.								
-This includes informing parents and prospective students of programs.	D. Recruitment for vocational programs	D.								